easyCBM™

Progress made easy for RTI.

Overview Manual

Permission to Print Paper Copies of easyCBM Assessments

easyCBM is a computer-based formative and interim assessment system designed to provide immediate information on students' performance and progress. Only the individually administered tests with reading require separate (manual) data entry (due to the focus on fluency). All other measures are taken by students directly on the computer, with automatic scoring and reporting systems providing just-in-time information to make educational decisions. Nevertheless, occasions arise when the computer-based test may not be desirable (e.g., lack of computers, student need for accommodations). On these occasions, a paper-and-pencil version of the measures is needed.

Your District easyCBM subscription grants you permission to print the PDFs for any of the measures you would like to administer to students in your district. This is part of the license agreement you have for use of the system, and it is why the PDFs are provided on your District easyCBM site. This permission does not extend beyond the end date of your subscription to the District easyCBM system, but it does extend throughout the time your subscription is current. This permission also does not extend to providing the paper copies of the test to others without District easyCBM subscriptions.

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Part 1 Introduction

About This Guide

Purpose

The *easyCBM Overview Manual* helps teachers and assessors learn more about *easyCBM*™ assessments and measures. This guide provides information relevant to individuals in the following roles:

- District test coordinator—Responsible for leading test coordination for a multi–school system or multi–building school system
- Building test coordinator—Responsible for coordinating testing activities in one school building, working in conjunction with a district test coordinator
- Teachers and assessors—Responsible for administering and scoring *easyCBM* measures

Getting More Help

If you need help beyond the information provided in this guide, please make use of the following resource:

Riverside Insights Technical Support
E-mail: techsupport@riversideinsights.com
Tel: 1-800-323-9540

Part 2 *easyCBM* Overview

In Brief

easyCBM is an online system that provides reading and math Benchmark and Progress Monitoring assessments and reports for districts, schools, and teachers. *easyCBM* was designed by researchers at the University of Oregon as an integral part of a Response to Intervention (RTI) model. This part of the guide presents an overview of *easyCBM* and provides more information about Benchmark and Progress Monitoring measures.

About *easyCBM*

easyCBM development began with a grant from the federal Office of Special Education Programs in 2006, bolstered by subsequent additional grants from the Institute of Education Sciences (IES). In the spring of 2011, Behavioral Research and Teaching (BRT) at the University of Oregon partnered with Riverside to continue the development and distribution of the *easyCBM* system to school districts across the United States. In addition to the features outlined below, new assessments are continually being developed by BRT and incorporated into the *easyCBM* system. Because of the dynamic nature of the system, the information derived from *easyCBM* reflects the most current research and practice for schools.

Features of *easyCBM*

Usage	Reporting
• Usable in an RTI framework or as a formative assessment system • Offers online administration of all measures, including audio for math; for 1:1 measures, teachers can enter data directly online while the student takes the assessment with a built-in timer • Provides teacher-level access to a single class and groups of students across classes • Includes online-training videos on test administration and scoring • Centralizes uploading of student and staff information • Offers ease-of-use for other key staff who require access to the data needed for data-team meetings, student support team meetings, individualized education plan meetings, or other data-oriented meetings	• Provides Progress Monitoring and Benchmark measures in reading and mathematics, including new Common Core measures, for kindergarten through eighth grade • Delivers individual print-based student-progress graphs • Draws intervention and goal lines automatically onto graphs when a teacher adds information • Adds goal statements easily to maximize data available to support instructional decisions • Provides group graphs for whole-class performance • Organizes sortable student rosters by grade and class and provides customizable color-coding to indicate “risk level” after each Benchmark assessment

Since its inception, *easyCBM* developers have emphasized that the goal of the system is to help facilitate data-driven instructional decision-making through enhanced reporting options. Specifically, the Benchmark assessments and reports can be used to:

- Identify students' overall reading and math proficiency risk levels at their respective grades (ranging from "low risk" to "high risk")
- Monitor the progress of students during the course of the academic year through interim Benchmark testing (fall, winter, spring)
- Identify specific students (or groups of students) who may benefit from intervention or enrichment support
- Assist in determining allocation of school-based resources to support classrooms or grade levels in which students demonstrate increased risk for academic failure

The Progress Monitoring assessments and reports can be used to:

- Determine students' responses to intervention in reading or mathematics
- Identify intervention effectiveness so intervention support can be modified, if needed
- Establish reasonable and attainable intervention goals
- Document intervention support for specific students or groups of students

The system continues to evolve with the assistance of school district partners across the United States.

Basic Tenets of Curriculum-Based Measurement

easyCBM assessments are curriculum-based measures (CBMs). CBMs are standardized measures that sample from a year's worth of curriculum to assess the degree to which students have mastered the skills and knowledge deemed critical at each grade level. They are also known as "general outcome measures."

Curriculum-based measurement (CBM) has a long research history, beginning with Stanley Deno and his colleagues at the University of Minnesota. CBM was originally developed to assist special education teachers in creating individual education plans and monitoring student progress. The use of these measures quickly expanded to include general education, as they provide reliable and valid measures of student progress in reading and mathematics (Shinn 2002). In particular, these measures can be used for universal screening and Progress Monitoring purposes, as they are sensitive to small incremental changes in performance and are expedient to administer and score. CBM measures (for example, Oral Reading Fluency) correlate highly with state standardized reading tests and with reading comprehension overall.[1]

The CBMs on the *easyCBM* District system are often referred to as "next-generation CBMs" as an advanced form of statistics, item response theory (IRT), was used during measurement

[1] Nese, J.F.T, Biancarosa, G., Anderson, D., Lai, C., Alonzo, J. & Tindal, G. (2012). "Within-year oral reading fluency with CBM: a comparison of models." *Reading and Writing*, 25, pp. 887–915.

development to increase the consistency of the alternate forms of each measure type and to increase the sensitivity of the measures to monitor growth. At each grade level, alternate forms of each measure type are designed to be of equivalent difficulty, so as teachers monitor student progress over time, changes in score reflect changes in student skill rather than changes in the difficulties of the test form.

Universal Design for Assessment

Universal design for assessment (UDA) is an approach to creating assessments in which test developers try to make their measures accessible to the widest possible population of students by incorporating design features that will reduce the barriers to students being able to interface successfully with the test items. All measures and the computer interface of the *easyCBM* district system were created using the UDA approach. In creating measures, the developers referred to the National Center on Educational Outcomes *A State Guide to the Development of Universally Designed Assessment* and the *Test Accessibility and Modification Inventory.*[2]

Assessments that are universally designed encourage testing conditions that are accessible and fair to students with special needs as well as those in the general education population. Universally designed assessments should:

- Measure students' "true" skills, while not measuring skills irrelevant to the targeted area
- Recognize the diversity of the test-taker population
- Be both concise and clear in their language
- Have clear format and visual information
- Include the ability to change formatting without compromising the meaning or difficulty of the assessment

Universally designed assessments aim to provide valid interpretation of all test-takers' abilities and skills, including those with disabilities.[3] The goal for *easyCBM* is to provide assessments that are appropriate for use with students with a wide range of abilities in the targeted construct as well as for English language learners.

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[2] Beddow, P. A., Kettler, R. J., & Elliott, S. N. (2008). Test Accessibility and Modification Inventory (TAMI). Nashville, TN: Vanderbilt University. Retrieved November 28, 2008. http://peabody.vanderbilt.edu/tami.xml.

[3] Johnstone, C. J., Altman, J., & Thurlow, M. (2006). *A State Guide to the Development of Universally Designed Assessments*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Part 3 *easyCBM* Measures

In Brief

The *easyCBM* system includes two types of measures: Benchmark and Progress Monitoring. The system is designed for students from kindergarten to eighth grade in the content areas of reading and mathematics and for students in kindergarten to second grade in the content area of Spanish literacy. This section provides information about *easyCBM* Benchmark and Progress Monitoring measures, as well as a description of the Reading, Spanish Reading, and Math measures.

About *easyCBM* Measures

All *easyCBM* measures are continuously evaluated to ensure they are operating appropriately. For instance, as schools continue to adopt and implement the Common Core State Standards (CCSS), the information the measures provide may shift slightly over time (for example, the CCSS measures may become more sensitive to detecting students' growth while the general measures may become less sensitive). Each year, researchers at the University of Oregon's Behavioral Research and Teaching evaluate how the measures are functioning. These analyses lead to occasional adjustments to the measures to ensure that they maintain a strong relation with relevant criteria (for example, state test scores) and that they function reliably.

New measures are only added to the system after a long and intensive development process that includes multiple stages of review and input from teachers in the field.

It is important to note that in terms of difficulty, the National Council of Teachers of Mathematics (NCTM)-based math tests (both Benchmark and Progress Monitoring) are easier than the CCSS math tests. However, within reading, the Multiple Choice Reading Comprehension (MCRC) measures represent the most challenging of the *easyCBM* tests, with the CCSS Reading measures designed to be more easily accessible.

Benchmark Measures

The purpose of the Benchmark assessment is to provide information regarding students' progress toward meeting end-of-year grade-level expectations and to determine which students may be in need of intervention or enrichment. Districts can administer Benchmark assessments at the students' grade level three times per year: fall, winter, and spring.

Districts have the ability to set their Benchmark "windows" (testing date ranges) to customize the system to meet their needs. The Benchmark norms are based on a nationally representative sample and calculated using a six-week window of time. We recommend making the testing window as short as reasonably possible so all Benchmark scores within the district are gathered at approximately the same time each season.

Sample Fall, Winter, and Spring Benchmark Norms Range

Fall	Winter	Spring
September 1–October 15	January 1–February 15	May 1–June 15

The Benchmark measures are alternate forms of the Progress Monitoring measures designed to be of equivalent difficulty within a particular grade and measure type. For example, the Word Reading Fluency test on the Benchmark measure is an individually administered one-minute timed test, the same as each of the Word Reading Fluency Progress Monitoring measures. Including the new Common Core measures, three types of measures in reading are available for benchmarking for grades K–2 and four for grades 3–8 for each seasonal assessment period. For math, two types of measures are available for benchmarking for each grade at each seasonal assessment period, including the Common Core measures (see table on next page).

Although all Benchmark measures are available for use during the Benchmark testing window set by the district and the results of all Benchmark measures can be found in the **Groups Reports** screen, not all of the measures appear in the Benchmark reports or are used in computing student risk ratings. At each grade level, only the measures with the strongest validity evidence supporting their use as screening instruments are used for the risk ratings and are displayed on the Benchmark reports. Other measures are included as optional Benchmark assessments for districts that choose to use them for their own internal tracking purposes. For example, the CCSS Reading Measures are optimal for monitoring progress; but they are not as appropriate for universal screening, so they are not used in the computations of risk ratings. These optional Benchmark measures are marked with an * in the table on the next page.

Depending on the grade level, the Spanish Benchmark measures range from two (kindergarten and grade 2) to four (grade 1) available during each testing window. Schools have the flexibility to customize which Benchmarks are administered during each assessment period; the school or district administrator should provide guidance to the staff about how many, and which, measures will be administered during each Benchmark period (testing window). Current Benchmark-screening practice within most districts is to administer the CCSS Math measures (rather than the NCTM-based math tests) and the Passage Reading Fluency (PRF), Vocabulary, and Multiple Choice Reading Comprehension (MCRC) measures for grades 2–8 and the CCSS Math and all available early literacy measures for grades K–1.

Grade Level Benchmark Measures by Assessment Period

Grade Level	Fall Benchmark	Winter Benchmark	Spring Benchmark
English K	Letter Names Letter Sounds Phoneme Segmenting Math measure CCSS Math measure	Letter Sounds Phoneme Segmenting Word Reading Fluency Math measure CCSS Math measure	Letter Sounds Phoneme Segmenting Word Reading Fluency Math measure CCSS Math measure
Spanish K	Syllable Segmenting Syllable Sounds	Syllable Segmenting Syllable Sounds	Syllable Segmenting Syllable Sounds
English 1	Letter Sounds Phoneme Segmenting Word Reading Fluency Math measure CCSS Math measure	Letter Sounds Word Reading Fluency Passage Reading Fluency Math measure CCSS Math measure	Letter Sounds Word Reading Fluency Passage Reading Fluency Math measure CCSS Math measure
Spanish 1	Syllable Sounds Syllable Segmenting Word Reading	Syllable Sounds Word Reading Sentence Reading	Syllable Sounds Word Reading Sentence Reading
English 2	Passage Reading Fluency Vocabulary Reading Comprehension Math measure CCSS Math measure	Passage Reading Fluency Vocabulary Reading Comprehension Math measure CCSS Math measure	Passage Reading Fluency Vocabulary Reading Comprehension Math measure CCSS Math measure
Spanish 2	Sentence Reading Word Reading	Sentence Reading Word Reading	Sentence Reading Word Reading
English 3–8	Passage Reading Fluency Vocabulary CCSS Reading measure* Reading Comprehension Math measure CCSS Math measure	Passage Reading Fluency Vocabulary CCSS Reading measure* Reading Comprehension Math measure CCSS Math measure	Passage Reading Fluency Vocabulary CCSS Reading measure* Reading Comprehension Math measure CCSS Math measure

*Other measures are included as optional benchmark assessments, for districts that choose to use them for their own internal tracking purposes.

The general Math Benchmark measures are 45-item tests covering all three NCTM focal point standards for the specific grade level for which the measure was written. The new Common Core math Benchmark measures are 30-item tests in kindergarten, 35-item tests in grades 1 and 2, 40-item tests in grades 3–5, and 45-item tests in grades 6–8. The CCSS tests cover the Common Core Math standards for the specific grade level for which the measure was written.

In addition, the CCSS Math tests embed some items from both prior and subsequent grade-level standards. These items are included to allow for vertical and horizontal linking and the computation of math scale scores in the future. Percentile rank norms for the CCSS Math Benchmark measures include these off-grade items to ensure appropriate interpretation of student performance.

The general reading Benchmark measures have a varying number of items, depending on the reading area assessed. The CCSS Reading measures are 25-item tests focusing primarily on literal comprehension and covering key reading skills found in the Common Core standards through informational texts, short literary texts, and texts that require students to read to perform a task. The MCRC Reading measures vary from twelve items (grade 2) to twenty items (grades 3–8) and target literal, inferential, and (grade 3 and above) evaluative comprehension.

Progress Monitoring Measures

Progress Monitoring assessments measure students' response to intervention and progress throughout the year. Progress Monitoring assessments are available in both reading and math for students in kindergarten to eighth grade.

- For the general Reading measures, there are seventeen reading assessments (alternate forms) per type of measure (for example, the Grade 2 Word Reading Fluency measure has seventeen assessments). Additional forms of the sixth-grade MCRC measures will be developed in 2015, bringing the number of MCRC measures available for middle school students to a minimum of twelve per grade. The CCSS Reading measures have ten alternate forms for Progress Monitoring.
- Both the general Math and Common Core Math measures have ten equivalent alternate forms of math assessments per type of measure. The general Math measures are divided into 16-item test forms, each targeting a specific NCTM focal point standard. The CCSS Math Progress Monitoring forms build from 25 items in kindergarten–grade 2 to 30 items in grades 3–8. Spanish Literacy Progress Monitoring measures are also available in grades K–2. The exact number and type of measure varies by grade level.

How often teachers assess students depends on two key questions:

- How quickly is it reasonable for teachers to expect to see growth in a particular skill area?
- How much actual intervention has the student received?

The table on the next page provides frequency guidelines for administering Progress Monitoring measures. Note that it is imperative in all cases that students actually receive focused instruction to address their skill deficits if teachers hope to see an improvement in student performance over time.

Measure	Frequency	Comments
Letter Names Phoneme Segmenting Letter Sounds	Weekly to biweekly	Students are able to make rapid progress in these skill areas when they receive in-depth interventions to help accelerate their learning.
Word Reading Fluency Passage Reading Fluency	Biweekly	Students typically take longer to improve in these skill areas.
Vocabulary CCSS Reading MCRC Math	3–4 weeks	Students should be tested every three to four weeks in these measures.

Determining the Appropriate Progress Monitoring Measures to Use

easyCBM assessments are built on a scale of progressive difficulty, with each grade level becoming more challenging and each measure type (for example, WRF versus PRF) within a grade level stepping up in difficulty. For example, a teacher with a sixth-grade student can elect to administer the Passage Reading Fluency (which provides information about the student's ability to read aloud narrative text with accuracy), Vocabulary, CCSS Reading, and/or Multiple Choice Reading Comprehension (which provides information about that student's skill in literal, inferential, and evaluative comprehension) tests to the student. If the student completed the Benchmark assessments, the Benchmark report provides a recommendation about which Progress Monitoring measures to use. If the student has not completed the Benchmark assessments (as in the case with transfers into the district in between Benchmarks), the teacher can begin assessing the student by administering the on-grade-level measures of the Passage Reading Fluency, Vocabulary, and Multiple Choice Reading Comprehension tests.

Once the student's scores are in the system, the teacher can examine the student's individual graph and make the following assessment:

- If the student's score is above the fiftieth percentile line, the teacher can say that this particular skill area is not an issue.
- If the student's score is between the tenth and the fiftieth percentile, the teacher can say that this particular skill is an area of weakness and then select that measure for Progress Monitoring.
- If the student's score is below the tenth percentile, then the teacher knows:
  - there may be reason to suspect an even earlier skill deficit (in this case, perhaps the student has never mastered phonics. In such a case, the Letter Sounds measure would be the most appropriate to use for monitoring progress while at the same time ensuring that the student is being instructed in phonics)
  - if the subsequent test of Letter Sounds (available on the K and Grade 1 Measure tabs on *easyCBM*) indicates that the student is at or above the fiftieth percentile for

students in those earlier grades in that skill area, then the issue is probably not one of basic phonics but instead is indicative of a need for additional fluency-building work but at an earlier grade level (to firmly establish sight words)

- If the student's score is well below the tenth percentile on the sixth-grade fluency measure, the teacher would likely wish to drop two grades (and administer a measure from the fourth grade)—it is likely that the student would obtain a score that occurs between the tenth and fiftieth percentile lines—this is the range at which the measures on *easyCBM* are most sensitive to growth/most appropriate to use. If the student's score is at or just below the tenth percentile on the sixth-grade measure, the teacher might monitor progress using the fifth grade test instead.

The teacher's goal is twofold: determine what underlying skill deficit might be leading to the student's "not proficient" score on the state test and identify the appropriate measure to use to monitor the student's improving skill as he/she receives targeted intervention/instruction aimed at addressing those skill deficits. In all cases, the teacher needs to assist students in moving up to the most challenging grade-level tests as quickly as they can. Each student's trajectory is likely to be slightly different and will depend on the student's level of initial skill/underlying skill deficits, the intensity of the intervention provided, the ability to benefit from that particular intervention (as well as motivation to improve), attendance (the student must be present to benefit from instruction), and so forth.

For a sixth grader who requires intensive instruction in phonics (Letter Sounds), it is unlikely teachers will be able to make up all the ground they need to get the student to on-grade-level comprehension by the end of the year. Regardless, teachers can certainly make good progress toward that goal, with the intention to continue to make progress in subsequent grades. For older students, Letter Sounds/basic phonics is a skill area in which the teacher should be able to see dramatic improvement in a matter of weeks. This assumes that intensive and appropriate instructional intervention is being provided to ensure the student acquires the skills the student missed. Ideally, older students (grade 2 and above) should move from tenth percentile to fiftieth on the Letter Sounds measure within a month or less.

Building fluency takes longer, but average growth is about four to six words correct per minute per week for students who are far behind their peers **and** who are receiving instructional interventions specifically targeting fluency building (repeated readings, choral readings, reading aloud to younger children/parents/mentors, and so forth). The teacher should see student rate of growth exceed six words correct per minute per week; otherwise, the student is not "catching up" but merely maintaining the existing gap.

For low-performing students, the teacher should select an out-of-grade-level fluency measure but move the student up to the next grade level as soon as the student performs at the fiftieth percentile mark for that earlier grade-level measure. For example, if the teacher starts a sixth-grade student on Grade 2 Passage Reading Fluency measures, the student should be ready to move to the Grade 3 Passage Reading Fluency measures after four to six weeks of intensive fluency building work. This work is designed to reinforce phonics for unfamiliar words and to move additional words into the student's sight vocabulary through repeated exposure.

Once a student is reading fluently at grade level (fiftieth percentile mark on grade-level Passage Reading Fluency measures), the student probably has sufficient fluency skill to be able to start focusing more on comprehension. Until the student is at that threshold, it is likely that the student's working memory capacity is allocated to decoding unfamiliar words rather than attending to the "bigger picture" of actual comprehension, except at the most literal level. Once the student is able to read more fluently, the student is able to focus on making meaning from the words in the text and can begin to focus on inferential and evaluative, as well as literal, comprehension.

Progress Monitoring Suggestions from Benchmark Results

The Progress Monitoring suggestions on the Benchmark report (see sample report on the next page) reflect learning progressions. In reading, they represent skill development—from phoneme segmenting and letter names to letter sounds as part of decoding. Then the progression moves to word and passage reading fluency. Finally, the progression culminates in comprehension with vocabulary and narrative as well as with expository text. In mathematics, the progression moves from more basic skills based on the National Council of Teachers of Mathematics focal point standards to the more advanced skills aligned with the CCSS.

These recommendations are derived from an algorithm embedded in the *easyCBM* database and are intended to provide guidance to teachers as they move from Benchmark assessments to tiered interventions with Progress Monitoring. Given the various levels of risk in the individual measures used for screening, 1–2 progress measures are suggested that are the most likely to change within the year and also provide relevant diagnostic information for teachers to target specific skills. Therefore, the suggestions for Progress Monitoring measures can be maximally sensitive to improvements and be in line with advancements in skills.

Please note that these are suggestions, not requirements. The recommendations add an extra level of functionality to the system, assisting teachers in appropriate data-based decision-making, but they are not intended to replace professional judgment. See the sample Benchmark report on the next page.

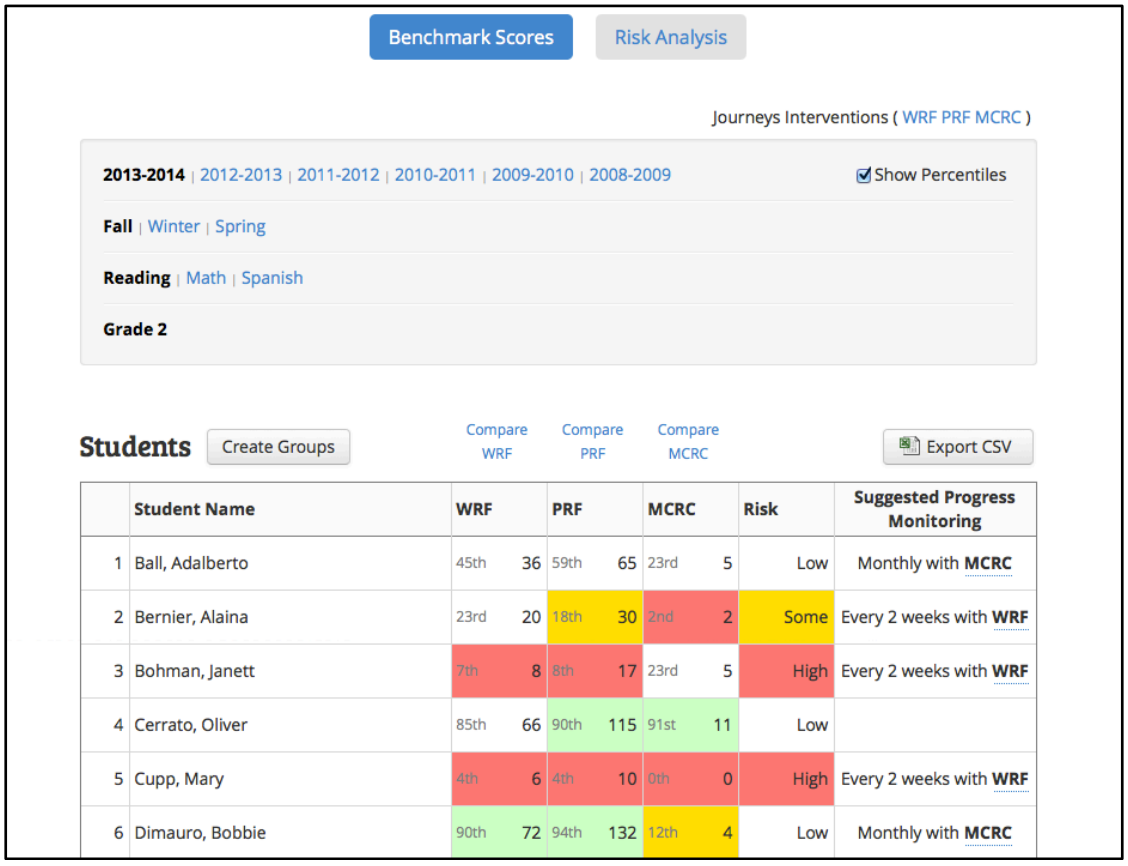
Rate of Improvement (ROI) Display on Individual Student Graph

Rate of Improvement (ROI) is the difference in score calculated between each submission and the earliest dated submission of that grade and type, for each unique combination of grade/measure type. The *easyCBM* authors define weeks as the number of whole-days difference divided by seven.

For example, a student's score on CCSS Math Fall benchmark will not have an ROI score since it would be the first submission for that grade measure and type. However, once that student is assessed with the CCSS Math Winter benchmark, an ROI score will calculate from Fall to Winter showing that student's growth between the two measures. Then, a second ROI will calculate once the student is assessed with the CCSS Math Spring benchmark. Please note that ROI only is calculated within a given grade and measure type, not across grades or different measure types.

A variety of different factors impact the growth of individual students during the year. For example, their prior skill level, circumstances related to their lives outside of school, and attendance and attentiveness when in class all can have profound impacts on how they perform on interim / formative assessments, as well as the amount of growth that they would show over the course of a school year. Therefore, there is not a standard amount of growth that would apply to all students.

Sample Benchmark Report with Progress Monitoring Suggestions



	Student Name	WRF	PRF	MCRC	Risk	Suggested Progress Monitoring
1	Ball, Adalberto	45th 36	59th 65	23rd 5	Low	Monthly with MCRC
2	Bernier, Alaina	23rd 20	18th 30	2nd 2	Some	Every 2 weeks with WRF
3	Bohman, Janett	7th 8	8th 17	23rd 5	High	Every 2 weeks with WRF
4	Cerrato, Oliver	85th 66	90th 115	91st 11	Low	
5	Cupp, Mary	4th 6	4th 10	0th 0	High	Every 2 weeks with WRF
6	Dimauro, Bobbie	90th 72	94th 132	12th 4	Low	Monthly with MCRC

Measure Descriptions

Reading Measures

The **reading assessments** include the following measures, which are based on the "Big Five" from the National Reading Panel:

- Alphabetic Principle (Phoneme Segmenting, Letter Names)
- Phonics (Letter Sounds)
- Fluency (Word Reading Fluency, Passage Reading Fluency)
- Vocabulary
- Comprehension (CCSS Reading, Multiple Choice Reading Comprehension)

Important Common Core Reading measures are specifically designed to address aspects of reading comprehension not assessed through fictional narrative text. The measures include Read to Perform a Task, Informational Text, and Short Literary Text. While the MCRC measures are most appropriate for use as screening assessments, the CCSS Reading measures are more appropriate for Progress Monitoring, particularly for students with low comprehension skills (see the following table).

Reading Curriculum Based Measures

These reading areas are based on the "Big Five" constructs of reading reported in the 2000 National Reading Panel report.								These reading areas are based on Common Core State Standards (CCSS).
	READING							READING
Grade	Phonemic Awareness	Letter Sounds	Letter Names	Word Fluency	Passage Fluency	Vocabulary	Reading Comprehension	Common Core (Read to Perform a Task, Informational Test, Short Literacy Text)
K	✓	✓	✓	✓				
1	✓	✓	✓	✓	✓			
2				✓	✓	✓	✓	
3				✓	✓	✓	✓	✓
4					✓	✓	✓	✓
5					✓	✓	✓	✓
6					✓	✓	✓	✓
7					✓	✓	✓	✓
8					✓	✓	✓	✓

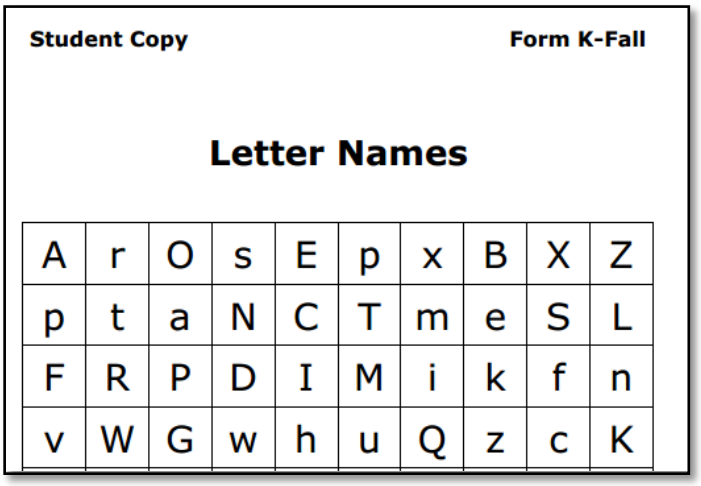
The **Reading measures** address the following reading components that are all critically important components identified by the National Reading Panel and outlined in the CCSS:

- Early literacy (phonemic awareness and phonetic decoding)
- Fluency
- Comprehension
- Vocabulary

The measures included in the **early literacy** component are Letter Names, Letter Sounds, and Phoneme Segmenting. All of these measures are fluency-based and consist of one-minute, individually administered, and scored timed tests. Each alternate form of the measure (for example, there are seventeen Letter Names assessments) contains different combinations of letters and sounds. Given the unique composition of each assessment, the teacher should not teach the letters specific to each assessment. The instructional focus should be on attaining proficiency with all upper- and lowercase letters and accompanying sounds.

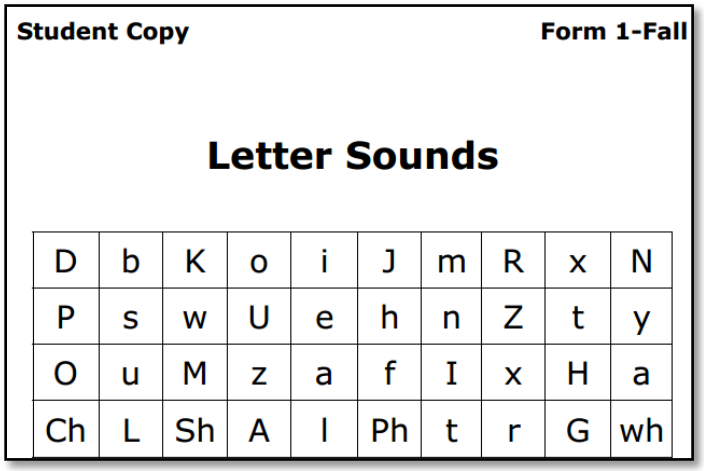
The **Letter Names** test is included in the kindergarten and grade 1 measures and consists of both upper- and lowercase alphabet letters that are presented in an order based on empirical evidence of their difficulty (figure 1). The student is required to name the letters that are presented by row; all letter names that are identified correctly within a one-minute period constitute the raw score.

Figure 1: Sample Letter Names Measure (Kindergarten)



The **Letter Sounds** measure (kindergarten and grade 1) contains lower- and uppercase letters and letter pairs (digraphs; figure 2) in an order based on the empirical evidence of their difficulty. The student must identify the letter sound that is made by the letter(s). The total score is comprised of the sum of all correctly identified letter sounds named in one minute.

Figure 2: Sample Letter Sounds Measure (Grade 1)



The **Phoneme Segmenting** measure is included in the kindergarten and grade 1 assessments and contains items that require the student to identify the individual phonemes in each word that is orally presented by the teacher/examiner (figure 3). The total score is the total number of correct phonemes identified within a one-minute period.

Figure 3: Sample Phoneme Segmenting Measure (Kindergarten)

Item	Teacher Says	Student Says	Number Correct	Item	Teacher Says	Student Says	Number Correct
1	shed	/sh/ /e/ /d/	___ / 3	11	thoughtless	/th/ /ough/ /t/ /l/ /e/ /ss/	___ / 6
2	read (ee)	/r/ /ea/ /d/	___ / 3	12	treated	/t/ /r/ /ea/ /t/ /e/ /d/	___ / 6

The fluency measures are **Word Reading Fluency** and **Passage Reading Fluency**. These measures assess fluency of words read in isolation and in context. Word Reading Fluency measures are included in the kindergarten through third-grade assessments (figure 4); Passage Reading Fluency measures range from grade 1 through grade 8 (figure 5). Words for the Word Reading Fluency measures were selected from a variety of sources, including Dolch word lists, online grade-level word lists, and Fry's "instant 1000 words." They include words with both regular and irregular sound patterns and in a variety of lengths. The words were piloted in a large multigrade study in 2006; the difficulty of each word was then calculated, and test forms were constructed to be equivalently difficult within each given grade.

As with the early literacy measures, the words contained in the Word Reading Fluency measures are presented in order of increasing difficulty and vary in complexity. Keep in mind that CBMs are a general outcome measure, so the specific words should not be practiced. Rather, the instructional focus should be on teaching high frequency words and phonetic decoding skills so that students can access words quickly and efficiently. The total score for both Word Reading Fluency and Passage Reading Fluency is the number of words read correctly within a one-minute period.

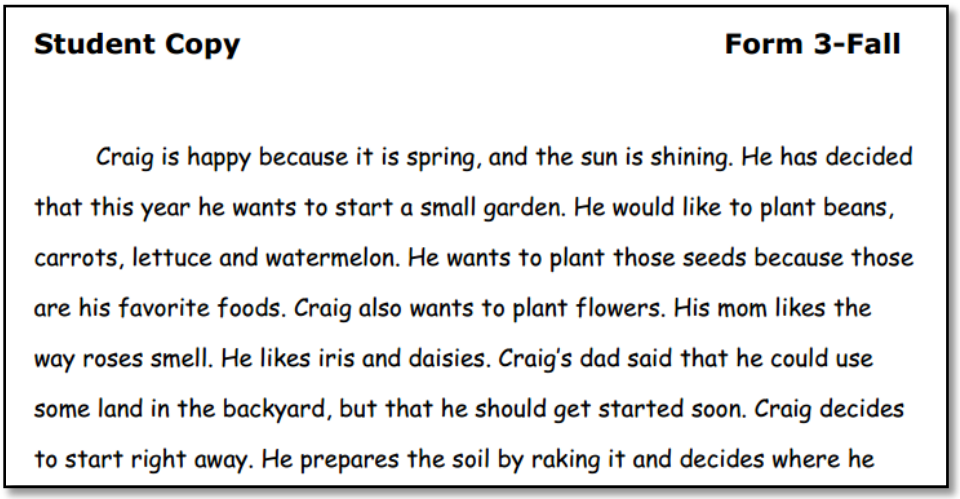
Figure 4: Sample Word Reading Fluency Measure (Grade 3)

Student Copy **Form 3-1**

Word Reading

I	way	great	all	sun	but	work	under
left	ball	below	always	took	new	move	who
side	dollars	found	passed	watch	rich	crops	another
father	history	isn't	ready	amount	trails	matter	waves
shape	early	clear	sense	cannot	taxes	square	vowel
base	single	difference	even	ago	suddenly	pair	cattle

Figure 5: Sample Passage Reading Fluency Measure (Grade 3)



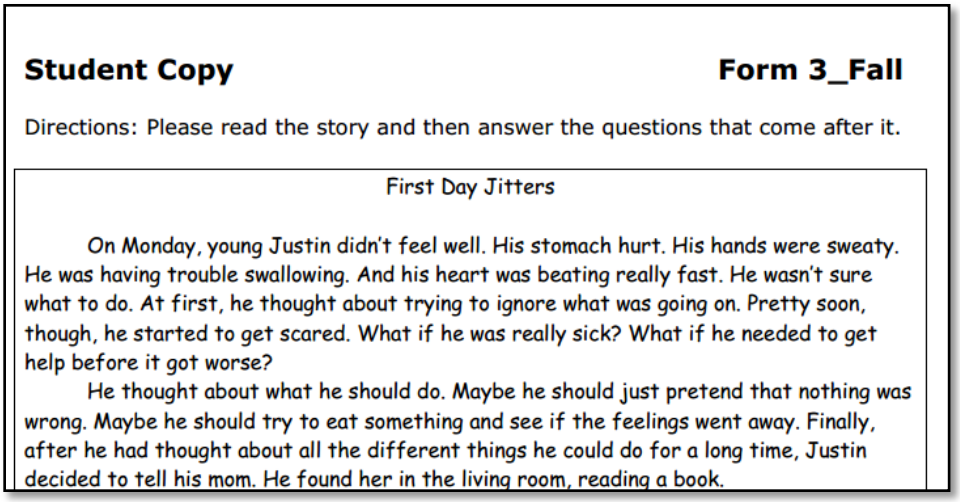
Student Copy **Form 3-Fall**

Craig is happy because it is spring, and the sun is shining. He has decided that this year he wants to start a small garden. He would like to plant beans, carrots, lettuce and watermelon. He wants to plant those seeds because those are his favorite foods. Craig also wants to plant flowers. His mom likes the way roses smell. He likes iris and daisies. Craig's dad said that he could use some land in the backyard, but that he should get started soon. Craig decides to start right away. He prepares the soil by raking it and decides where he

The **Multiple Choice Reading Comprehension** measure (MCRC) is an untimed assessment that measures student comprehension of written text (figure 6). These measures are designed for students in grades 2–8. Multiple-choice questions at the end of the passage assess students' literal, inferential, and (in grades 3–8) evaluative comprehension of text.

Students can complete these measures via paper-and-pencil or online. Each MCRC test takes approximately thirty minutes to complete. The total score is the number of correct responses that the student obtains. A percent score (percent of items correctly answered) as well as an item analysis (number of items correctly answered categorized by item type) are provided in item-level reports, in addition to the total score. It is important that the percentile rank that corresponds with a particular raw score—not the raw score itself or the percent correct—be used when interpreting student performance. The MCRC measures are, by design, the most challenging of the *easyCBM* Reading measures.

Figure 6: Sample Multiple Choice Reading Comprehension Measure (Grade 3)



Student Copy **Form 3_Fall**

Directions: Please read the story and then answer the questions that come after it.

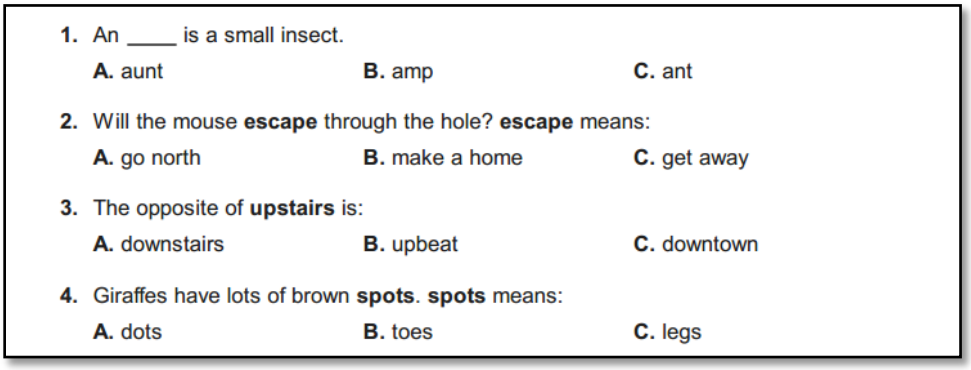
First Day Jitters

On Monday, young Justin didn't feel well. His stomach hurt. His hands were sweaty. He was having trouble swallowing. And his heart was beating really fast. He wasn't sure what to do. At first, he thought about trying to ignore what was going on. Pretty soon, though, he started to get scared. What if he was really sick? What if he needed to get help before it got worse?

He thought about what he should do. Maybe he should just pretend that nothing was wrong. Maybe he should try to eat something and see if the feelings went away. Finally, after he had thought about all the different things he could do for a long time, Justin decided to tell his mom. He found her in the living room, reading a book.

The **Vocabulary** measures (grades 2–8) are intended to measure vocabulary proficiency appropriate for a student's grade level (figure 7). The words included in the Vocabulary measures were selected from a variety of content materials and were extensively field-tested. The bank of items represents a wide range of difficulty all aligned to grade-level content standards. The test can be administered via paper-and-pencil or online and takes approximately 10 to 15 minutes to complete. The total score is the number of correct responses that the student provides. As with the other *easyCBM* measures, it is important that the percentile rank that corresponds with a particular raw score, not the raw score itself, be used when interpreting student performance and that teachers not use the vocabulary tests as study guides or to identify vocabulary words for specific instruction with their students.

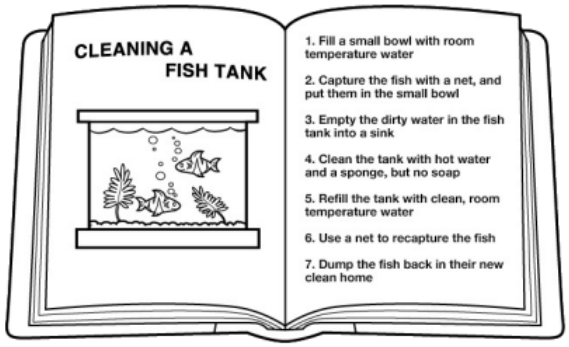
Figure 7: Sample Vocabulary Measure (Grade 3)



1. An ____ is a small insect.
   A. aunt **B.** amp **C.** ant
2. Will the mouse **escape** through the hole? **escape** means:
   A. go north **B.** make a home **C.** get away
3. The opposite of **upstairs** is:
   A. downstairs **B.** upbeat **C.** downtown
4. Giraffes have lots of brown **spots**. **spots** means:
   A. dots **B.** toes **C.** legs

The **CCSS Reading measures** include **Read to Perform a Task**, **Informational Text**, and **Short Literary Text** passages. They are comprehension assessments utilizing a variety of texts (for example, informational text, literary text, and read to perform a task) (see figure 8, figure 9, and figure 10). Each of the measures includes five short prompts with five corresponding questions; the total score is the number of items answered correctly out of a possible 25. Again, it is important that the percentile rank that corresponds with a particular raw score, not the raw score itself, be used when interpreting student performance. The CCSS Reading tests can be administered via paper-and-pencil or online and are components of the grades 3–8 measures. Note that these measures are most appropriate for monitoring the progress of students who are experiencing significant difficulties with reading comprehension.

Figure 8: Sample Read to Perform a Task Measure



21. The water in the small bowl should be:

A. very very hot **B.** room temperature **C.** cold and dirty

22. You can dump the dirty water in a:

A. bathtub **B.** sink **C.** tank

23. Wash the dirty tank with:

A. cold water **B.** soap **C.** a sponge

Figure 9: Sample Informational Text Measure

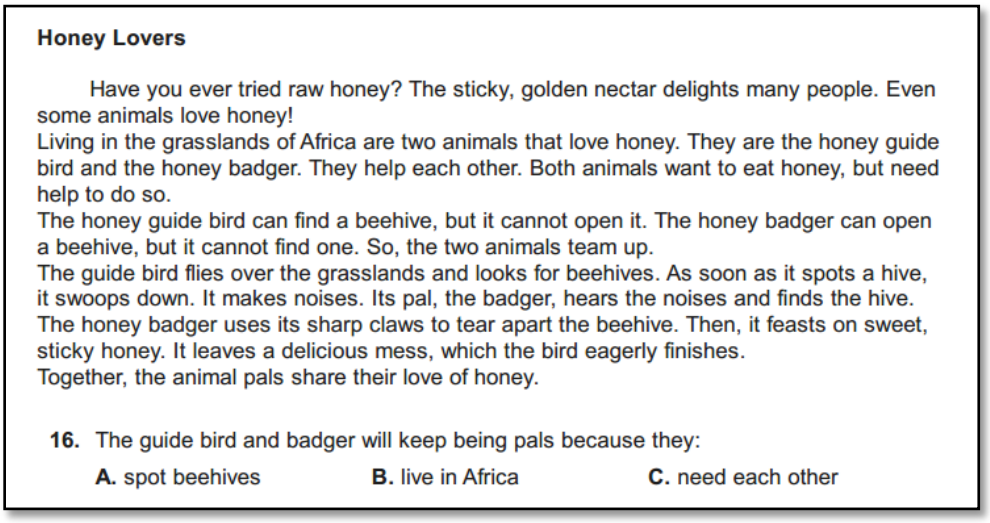
Boats

There are many kinds of boats. Some boats move with the wind. Some boats move with the help of a motor. Others move along the water with the help of people.
Sailboats move with the wind. A person steers the boat. That person is called a sailor. The sailors set the sail and rudder so the boat moves smoothly.
Some boats move with a motor. These boats are called motorboats. People who catch fish use motorboats to reach deep water. Some motorboats are huge and carry cargo. They are called cargo boats.
Rowboats move with the help of people using oars. Oars are long sticks that drop into the water. The oars work like paddles, making the boat move.
Some boats are small, and some boats are big. Some boats move slowly, and others move quickly. All boats are alike in one way. They all move on water!

11. What moves sailboats?

A. the wind **B.** paddles **C.** motors

Figure 10: Sample Short Literary Text Measure



Honey Lovers

Have you ever tried raw honey? The sticky, golden nectar delights many people. Even some animals love honey!
Living in the grasslands of Africa are two animals that love honey. They are the honey guide bird and the honey badger. They help each other. Both animals want to eat honey, but need help to do so.
The honey guide bird can find a beehive, but it cannot open it. The honey badger can open a beehive, but it cannot find one. So, the two animals team up.
The guide bird flies over the grasslands and looks for beehives. As soon as it spots a hive, it swoops down. It makes noises. Its pal, the badger, hears the noises and finds the hive.
The honey badger uses its sharp claws to tear apart the beehive. Then, it feasts on sweet, sticky honey. It leaves a delicious mess, which the bird eagerly finishes.
Together, the animal pals share their love of honey.

16. The guide bird and badger will keep being pals because they:

A. spot beehives **B.** live in Africa **C.** need each other

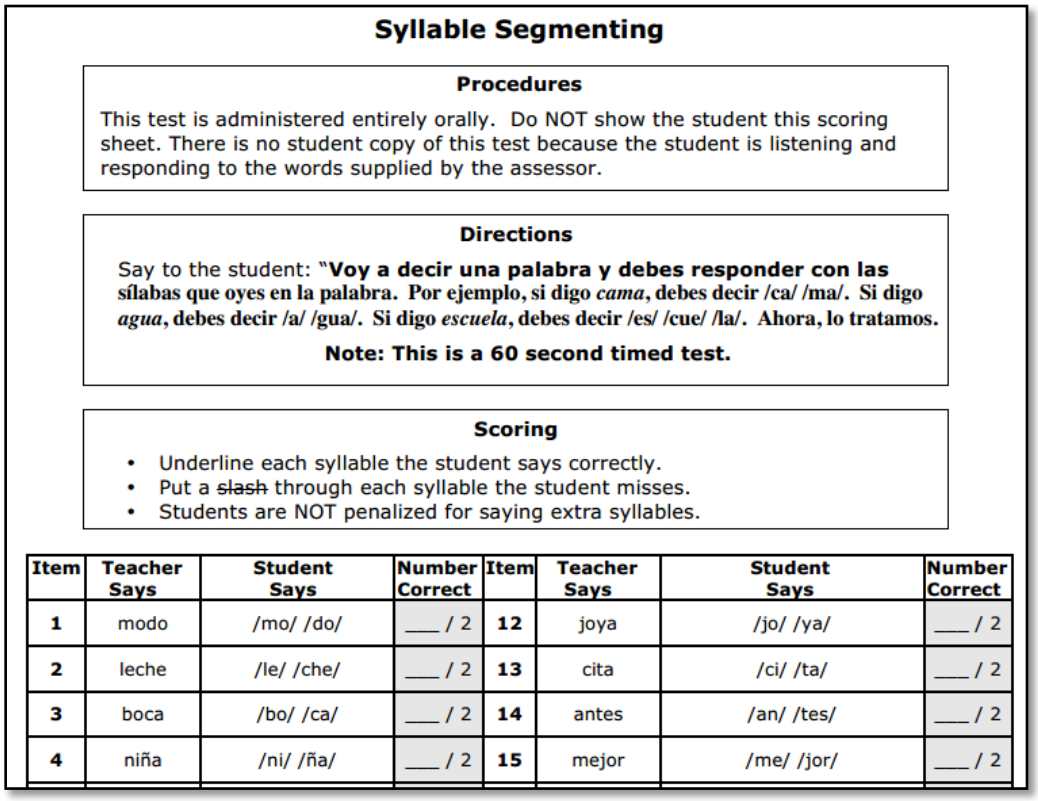
Spanish Reading Measures

Spanish language literacy measures are available for kindergarten through grade 2. These measures were developed specifically to be appropriate for assessing students receiving literacy instruction in Spanish and are authentic Spanish literacy measures rather than translations of English measures. In kindergarten, Syllable Segmenting and Syllable Sounds (figure 11 and figure 12) are the two measures available. Grade 1 includes these measures as well as Word Reading Fluency and Sentence Reading Fluency. Word and Sentence Reading Fluency measures are available for grade 2 (figure 13 and figure 14). These measures are components of both the Benchmark and Progress Monitoring assessments (see the following table). Each of the Spanish literacy measure types includes three Benchmark and ten Progress-Monitoring forms for kindergarten through grade 2. The specific test types offered are based on three years of research at the University of Oregon to identify and develop CBMs that specifically address the ways in which Spanish literacy develops.

Spanish Curriculum-Based Measures

Grade	Syllable Segmenting	Syllable Sounds	Word Reading Fluency	Sentence Reading Fluency
K	✓	✓		
1	✓	✓	✓	✓
2			✓	✓

Figure 11: Sample Spanish Syllable Segmenting Measure (Kindergarten)



Syllable Segmenting

Procedures

This test is administered entirely orally. Do NOT show the student this scoring sheet. There is no student copy of this test because the student is listening and responding to the words supplied by the assessor.

Directions

Say to the student: "**Voy a decir una palabra y debes responder con las sílabas que oyes en la palabra. Por ejemplo, si digo *cama*, debes decir /ca/ /ma/. Si digo *agua*, debes decir /a/ /gua/. Si digo *escuela*, debes decir /es/ /cue/ /la/. Ahora, lo tratamos.**

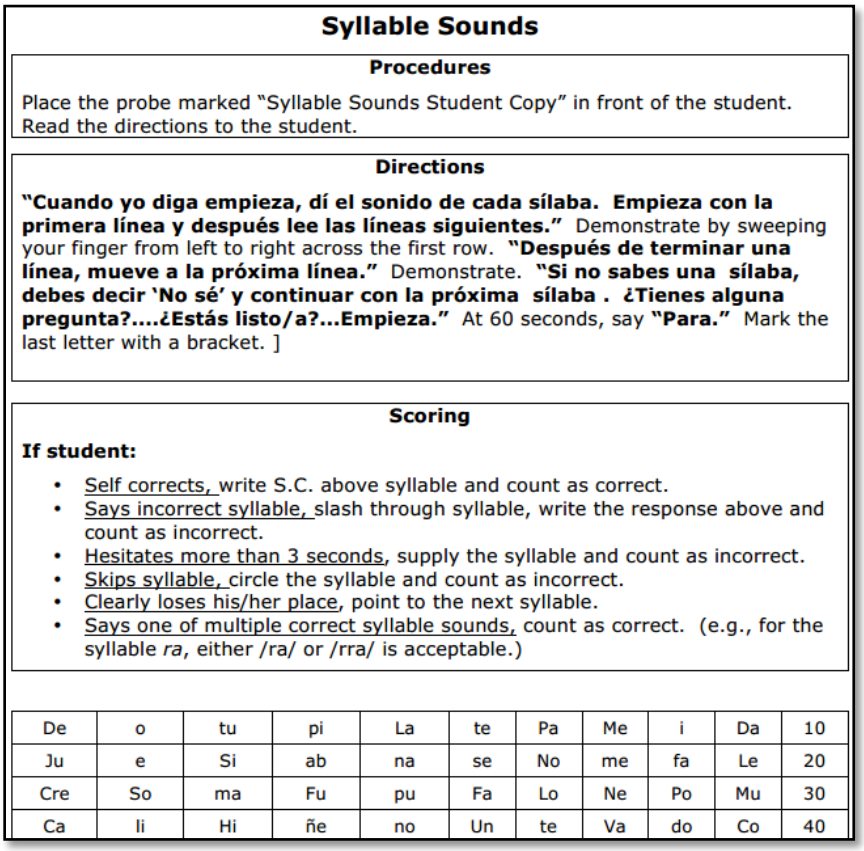
Note: This is a 60 second timed test.

Scoring

- Underline each syllable the student says correctly.
- Put a ~~slash~~ through each syllable the student misses.
- Students are NOT penalized for saying extra syllables.

Item	Teacher Says	Student Says	Number Correct	Item	Teacher Says	Student Says	Number Correct
1	modo	/mo/ /do/	___ / 2	12	joya	/jo/ /ya/	___ / 2
2	leche	/le/ /che/	___ / 2	13	cita	/ci/ /ta/	___ / 2
3	boca	/bo/ /ca/	___ / 2	14	antes	/an/ /tes/	___ / 2
4	niña	/ni/ /ña/	___ / 2	15	mejor	/me/ /jor/	___ / 2

Figure 12: Sample Spanish Syllable Sounds Measure (Grade 1)



Syllable Sounds

Procedures

Place the probe marked "Syllable Sounds Student Copy" in front of the student. Read the directions to the student.

Directions

"Cuando yo diga empieza, dí el sonido de cada sílaba. Empieza con la primera línea y después lee las líneas siguientes." Demonstrate by sweeping your finger from left to right across the first row. **"Después de terminar una línea, mueve a la próxima línea."** Demonstrate. **"Si no sabes una sílaba, debes decir 'No sé' y continuar con la próxima sílaba . ¿Tienes alguna pregunta?....¿Estás listo/a?...Empieza."** At 60 seconds, say **"Para."** Mark the last letter with a bracket.]

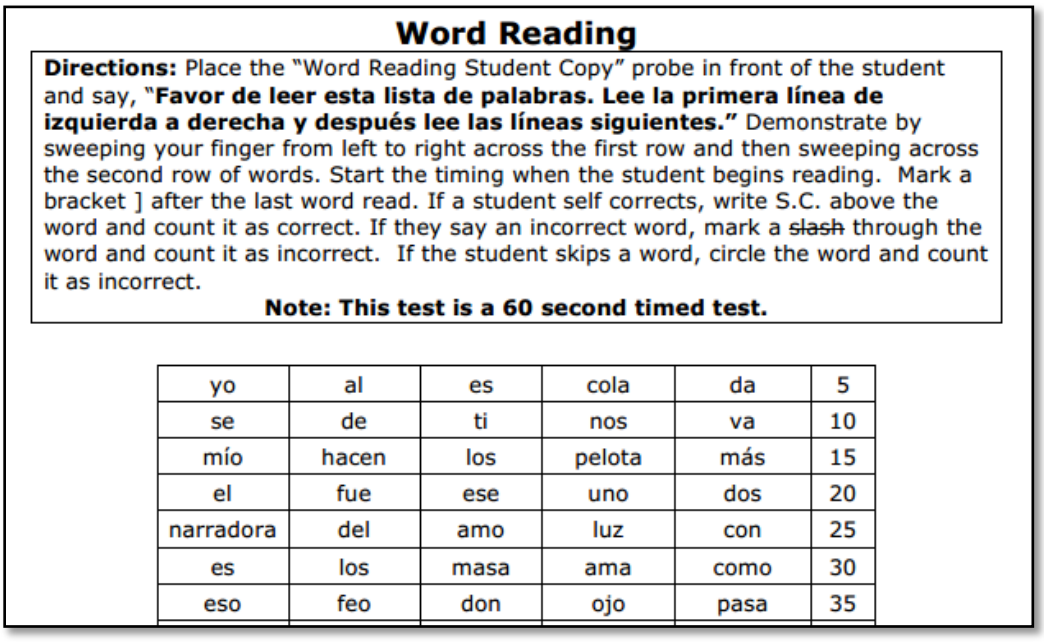
Scoring

If student:

- Self corrects, write S.C. above syllable and count as correct.
- Says incorrect syllable, slash through syllable, write the response above and count as incorrect.
- Hesitates more than 3 seconds, supply the syllable and count as incorrect.
- Skips syllable, circle the syllable and count as incorrect.
- Clearly loses his/her place, point to the next syllable.
- Says one of multiple correct syllable sounds, count as correct. (e.g., for the syllable *ra*, either /ra/ or /rra/ is acceptable.)

De	o	tu	pi	La	te	Pa	Me	i	Da	10
Ju	e	Si	ab	na	se	No	me	fa	Le	20
Cre	So	ma	Fu	pu	Fa	Lo	Ne	Po	Mu	30
Ca	li	Hi	ñe	no	Un	te	Va	do	Co	40

Figure 13: Sample Spanish Word Reading Measure (Grade 1)



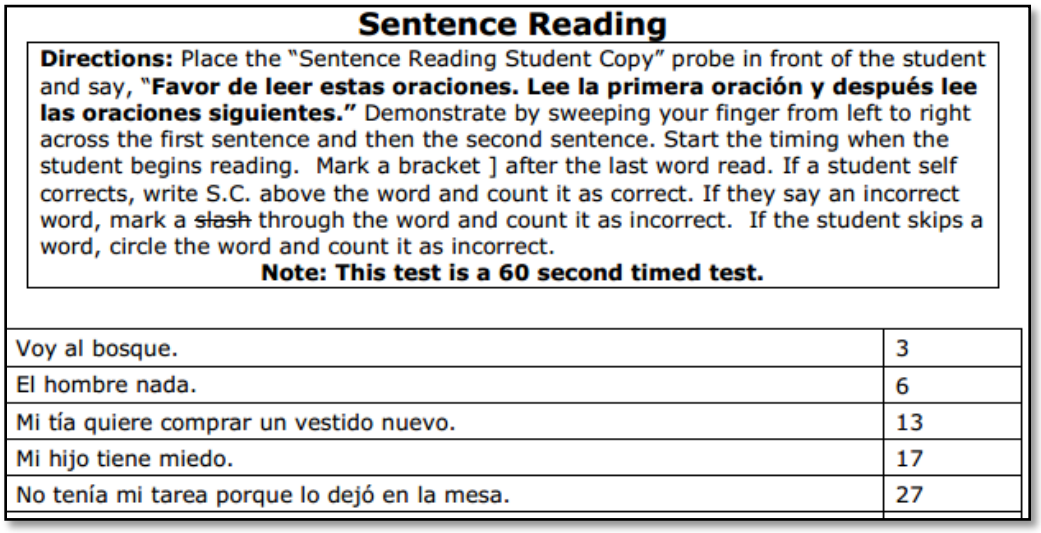
Word Reading

Directions: Place the "Word Reading Student Copy" probe in front of the student and say, **"Favor de leer esta lista de palabras. Lee la primera línea de izquierda a derecha y después lee las líneas siguientes."** Demonstrate by sweeping your finger from left to right across the first row and then sweeping across the second row of words. Start the timing when the student begins reading. Mark a bracket] after the last word read. If a student self corrects, write S.C. above the word and count it as correct. If they say an incorrect word, mark a ~~slash~~ through the word and count it as incorrect. If the student skips a word, circle the word and count it as incorrect.

Note: This test is a 60 second timed test.

yo	al	es	cola	da	5
se	de	ti	nos	va	10
mío	hacen	los	pelota	más	15
el	fue	ese	uno	dos	20
narradora	del	amo	luz	con	25
es	los	masa	ama	como	30
eso	feo	don	ojo	pasa	35

Figure 14: Sample Spanish Sentence Reading Measure (Grade 2)



Sentence Reading

Directions: Place the "Sentence Reading Student Copy" probe in front of the student and say, "**Favor de leer estas oraciones. Lee la primera oración y después lee las oraciones siguientes."** Demonstrate by sweeping your finger from left to right across the first sentence and then the second sentence. Start the timing when the student begins reading. Mark a bracket] after the last word read. If a student self corrects, write S.C. above the word and count it as correct. If they say an incorrect word, mark a ~~slash~~ through the word and count it as incorrect. If the student skips a word, circle the word and count it as incorrect.

Note: This test is a 60 second timed test.

Voy al bosque.	3
El hombre nada.	6
Mi tía quiere comprar un vestido nuevo.	13
Mi hijo tiene miedo.	17
No tenía mi tarea porque lo dejó en la mesa.	27

Math Measures

The general **Math assessments** on *easyCBM* were developed to assess students' mastery of the knowledge and skills outlined in the National Council of Teachers of Mathematics (NCTM) focal points and standards. They were designed to focus more on students' conceptual understanding than on basic computational skills. **Common Core Math measures** have also been developed for grades K–8 (see the following table). All items for these measures were developed in collaboration with experienced mathematics teachers and were written to align with the CCSS. Alignment studies conducted by the University of Oregon's Behavioral Research and Teaching provide strong evidence of alignment to the CCSS.

All math assessments are sensitive enough to the underlying skills such that changes in students' scores over time reflect students' learning gains. These tests tap into the subtle nuances of higher-order skills so that growth can be measured. At the same time, all the math assessments can differentiate between students who are and are not competent in the knowledge and skill areas under examination.

Progress Monitoring forms and Benchmark forms for CCSS math do differ, intentionally, although their relative difficulty is held constant, based on the items selected for inclusion on each form. The Benchmark test forms contain "linking items" from prior and subsequent grade-level standards, enabling the creation of a scale score in the future. Separate norms are provided for the Benchmark and the Progress Monitoring forms of the Math measures.

Math Curriculum–Based Measures

These mathematics areas are currently based on the National Council of Teachers of Mathematics (NCTM) Curriculum Focal Points and Standards in Mathematics.							These mathematics areas are based on Common Core State Standards (CCSS).
	MATHEMATICS						**MATHEMATICS**
Grade	**Numbers and Operations**	**Geometry**	**Measurement**	**Algebra**	**Data Analysis**	**Ratios**	**Common Core**
K	✓	✓	✓	*	*		✓
1	✓	✓	*	✓	*		✓
2	✓	*	✓	✓	*		✓
3	✓	✓	*	✓	*		✓
4	✓		✓	✓	*		✓
5	✓	✓	✓	✓	*		✓
6	✓	*		✓	*	✓	✓
7	✓	✓	✓	✓	*	*	✓
8	✓	✓	✓	✓	✓	*	✓

*Connections to Focal Points as identified by NCTM. Within the constructs of mathematics, elements are woven in to build the foundation and progress a student to the next level of mathematics and/or the next topic. For example, as kindergarten students identify, duplicate, and extend simple number patterns and sequential and growing patterns, they are receiving foundational preparation for creating rules that describe relationships in algebra (adapted from NCTM Focal Points).

Like all measures on *easyCBM*, alternate test forms of each math assessment, within a grade and measure type, were designed to be of equivalent difficulty. The difficulty of all items was first estimated through pilot studies with item response theory. Alternate test forms were then constructed so the average item difficulty was the same across all test forms within a given grade and measure type. For instance, all Grade 4 Number and Operations test forms were created to be equivalently difficult, but the difficulty of these test forms may be different than other grade 4 test forms assessing other standards, such as the Grade 4 Measurement test forms (all of which would be equivalently difficult to one another).

Between Benchmark testing windows, teachers select the most appropriate Math measure (a single focal point/standard or CCSS math standard) to use for monitoring progress. The most appropriate measure depends on the instruction being provided to the student as well as the skill level of the student. For students receiving instruction targeting a particular math domain (geometry, for example, or measurement), the most appropriate measure might be the general Math measure corresponding to that domain. If a more general outcome measure is desired, the CCSS Math measures are designed to include some items from all of the CCSS clusters at a given grade level.

Optimally, the math tests should be used no more than once every three weeks for monitoring progress. Weekly Progress Monitoring in mathematics is not recommended; however, in situations where such frequent Progress Monitoring is required, teachers should either:

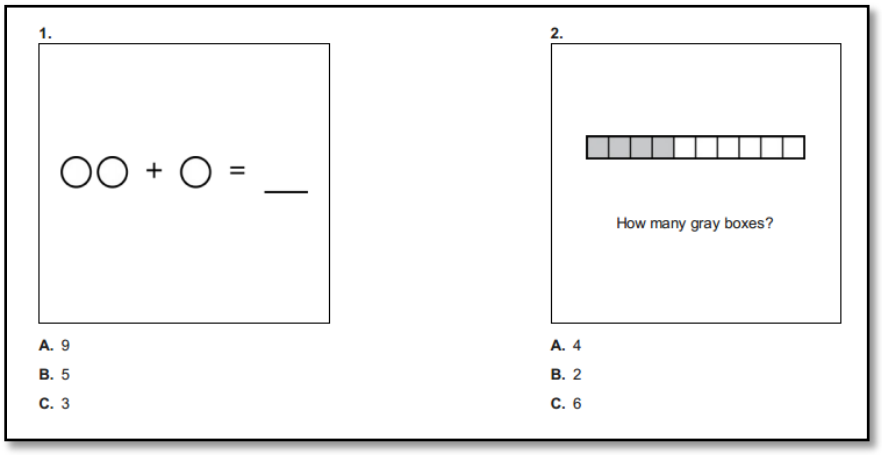
- focus on one particular measure type at a time, transitioning to the next measure type after all ten Progress Monitoring forms have been used for a given type, or
- rotate through the different Math measures so each gets tested every four weeks

Students who require Progress Monitoring in multiple areas should have assessments rotated or be assessed with the CCSS Math measures.

All math items that require reading come with a **"read aloud"** option. Students can click a speaker icon and have the math item read aloud to them. The read-aloud option cannot be turned off. This is because research on Universal Design for Assessment suggests that having text read aloud to students helps remove barriers that may otherwise preclude them from accessing the test and demonstrating their mathematics competencies. In other words, without the read-aloud option, the students' math scores might not be representative of their true math abilities. For this reason, it is important that students have headphones available in the computer lab when testing so they can use the read-aloud option if needed. This read-aloud option is available in both English and Spanish. To have the Spanish language translations of the Math measures appear, the district administrative staff must activate this feature through the system settings for the district. Once the Spanish language translations option has been activated, all math items on the *easyCBM* system will display in both English and Spanish (students toggle from one language to the other on the screen on an item-by-item basis), with read-aloud available in both languages.

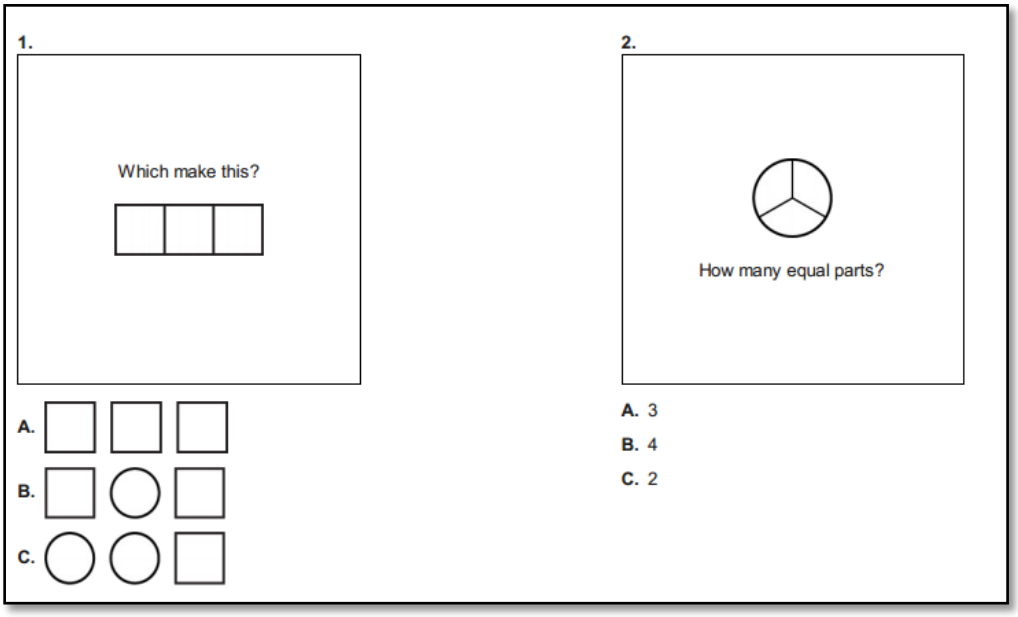
Math measures are included at all grade levels (kindergarten through grade 8), with the content varying by grade level, in keeping with content standards (either NCTM Focal Points and Standards or CCSS math standards). The **Number and Operations** measure is included at all grade levels and addresses basic operations (addition, subtraction, multiplication, division) appropriate for each grade level. The test is untimed and can be administered via paper-and-pencil or online. The Progress Monitoring tests typically take between eight and fifteen minutes to complete. The total score is the number of items that the student answers correctly (figure 15).

Figure 15: Sample Math Number and Operations Measure (Kindergarten)



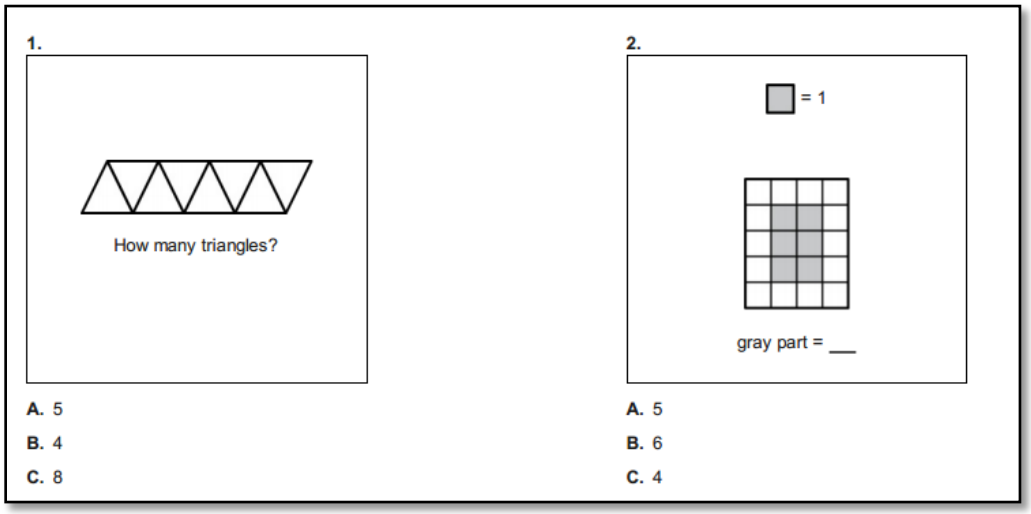
A specific **Geometry** measure is included in the Math measures for kindergarten and grades 1 and 3. The measure includes items that vary in complexity (for example, from the identification of shapes to the calculation of perimeter). It is an untimed test that can be administered online or via paper-and-pencil. It takes approximately eight to fifteen minutes to complete. The total score is the number of items that the student answers correctly (figure 16).

Figure 16: Sample Geometry Measure (Grade 1)



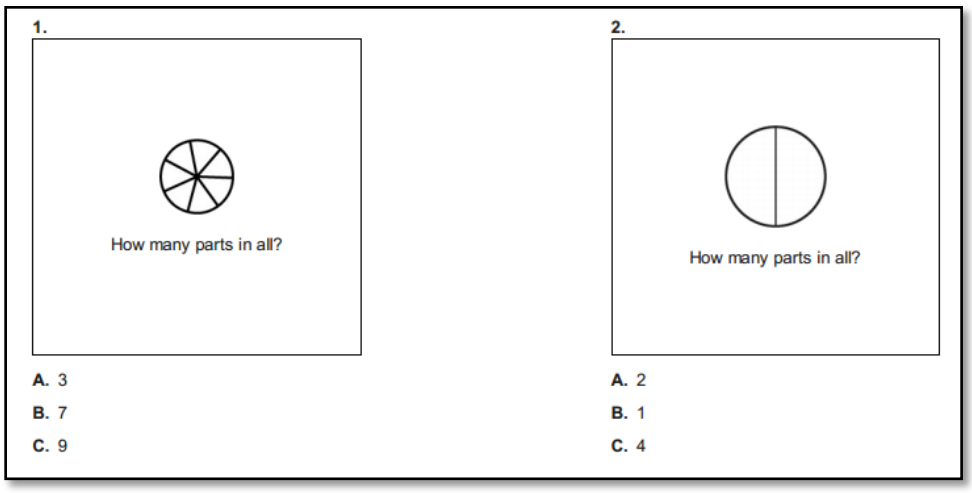
The **Measurement** measure is included in measures for kindergarten and grades 2 and 4. It is designed to include items that assess various aspects of measurement (e.g., linear measurement, calculation of area, estimation, telling time). It is an untimed test that takes approximately eight to fifteen minutes to complete. The test may be administered online or via paper-and-pencil. The total score is the number of items the student answers correctly (figure 17).

Figure 17: Sample Measurement Measure (Grade 4)



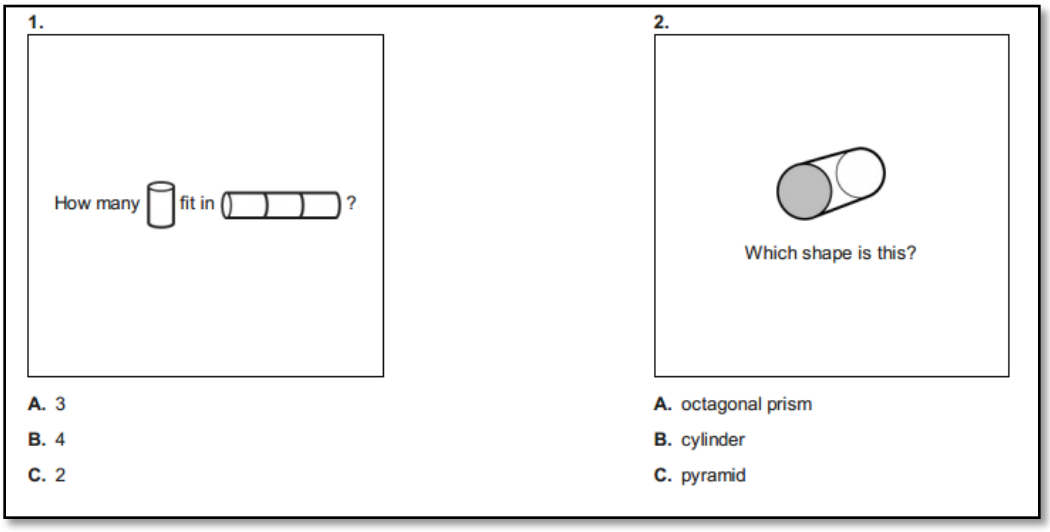
The **Number and Operations, Algebra** measure is designed to assess basic algebraic knowledge utilizing all four operations (addition, subtraction, multiplication, division). The measures are available for grades 1–4 and 7 and take about eight to fifteen minutes to complete. These untimed measures are available online and via paper-and-pencil. The total score is comprised of the total number of items that the student answered correctly (figure 18).

Figure 18: Sample Number and Operations, Algebra Measure (Grade 3)



The **Geometry, Measurement, Algebra** measure is included in the grades 5 and 7 assessments. These measures are untimed and take approximately eight to fifteen minutes to complete. The measures test a variety of geometry, measurement, and algebra concepts. Both paper-and-pencil and online administration options are available. The total score is the total number of items that the student answers correctly (figure 19).

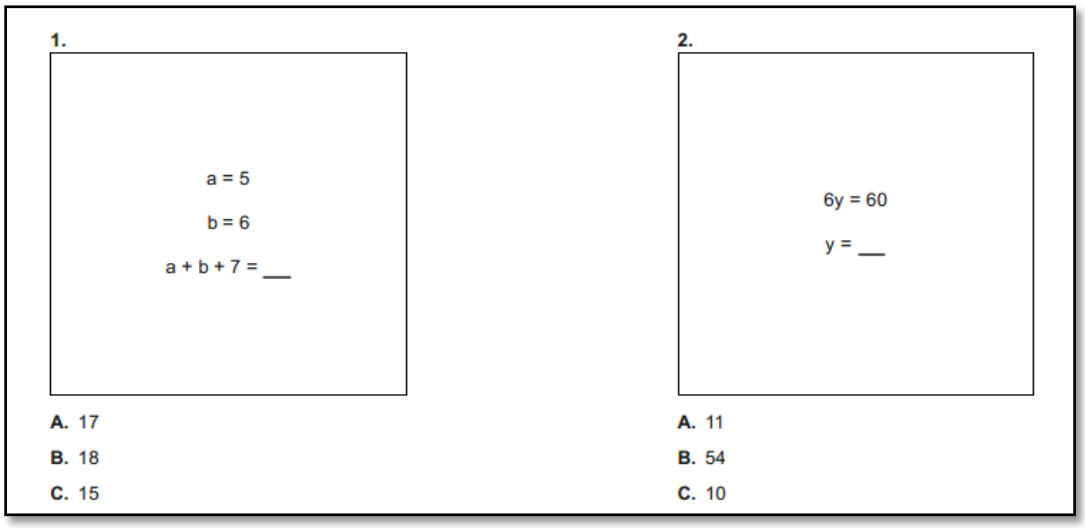
Figure 19: Sample Geometry, Measurement, Algebra Measure (Grade 5)



A specific **Algebra** measure is provided for grades 6 and 8. The Algebra measure includes both basic and complex algebraic equations and word problems. These untimed tests take

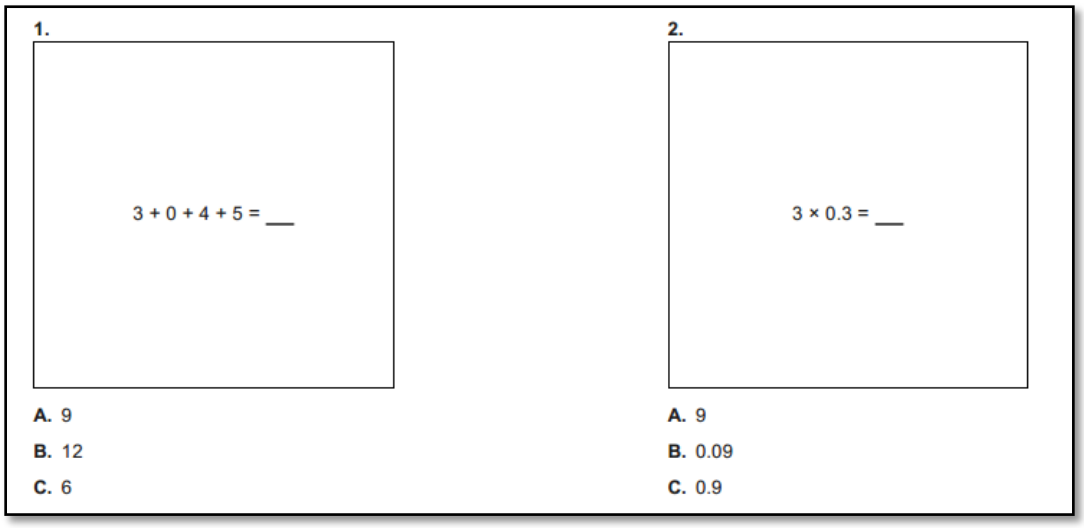
approximately eight to fifteen minutes to complete and can be administered online or via paper-and-pencil. The total score is the number of items answered correctly (figure 20).

Figure 20: Sample Algebra Measure (Grade 6)



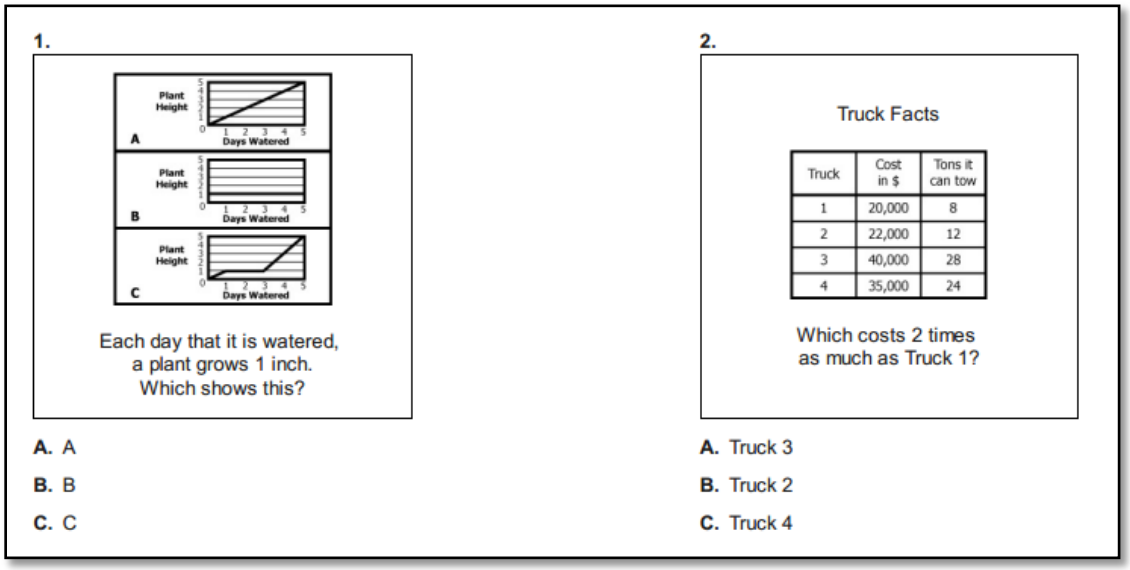
The **Number and Operations, Ratios** measure is included as part of the grade 6 measures. As with all other Math measures, it can be administered online or via paper-and-pencil and takes approximately eight to fifteen minutes to complete. The total score is the total number of items answered correctly (figure 21).

Figure 21: Sample Number and Operations, Ratios Measure (Grade 6)



The **Number and Operations, Algebra, Geometry** measure is included in the grade 7 measures and includes both computations and word problems. The measure is untimed and takes approximately eight to fifteen minutes to complete. The measure can be administered online or via paper-and-pencil. The total score is the total number of items answered correctly (figure 22).

Figure 22: Sample Number and Operations, Algebra, Geometry Measure (Grade 7)



The **Geometry and Measurement** and the **Data Analysis**, **Numbers and Operations**, **Algebra** measures are included only in the grade 8 measures. As with all other Math measures, these measures are untimed and can be administered online or via paper-and-pencil. The total score is the total number of items answered correctly; each measure takes approximately eight to fifteen minutes to complete (figure 23 and figure 24).

Figure 23: Sample Geometry and Measurement Measure (Grade 8)

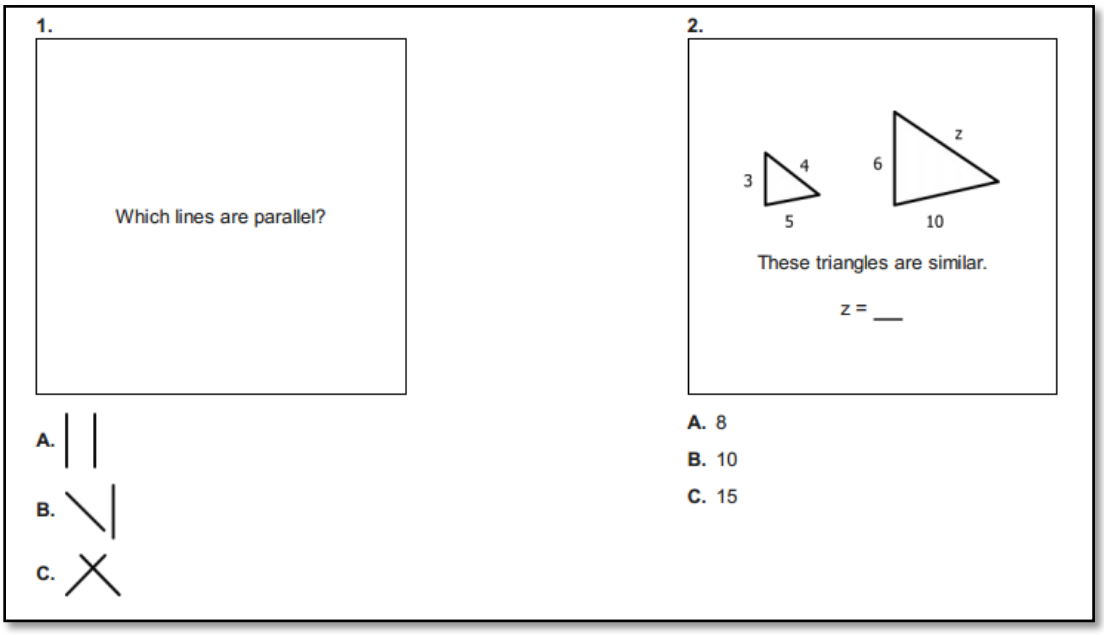
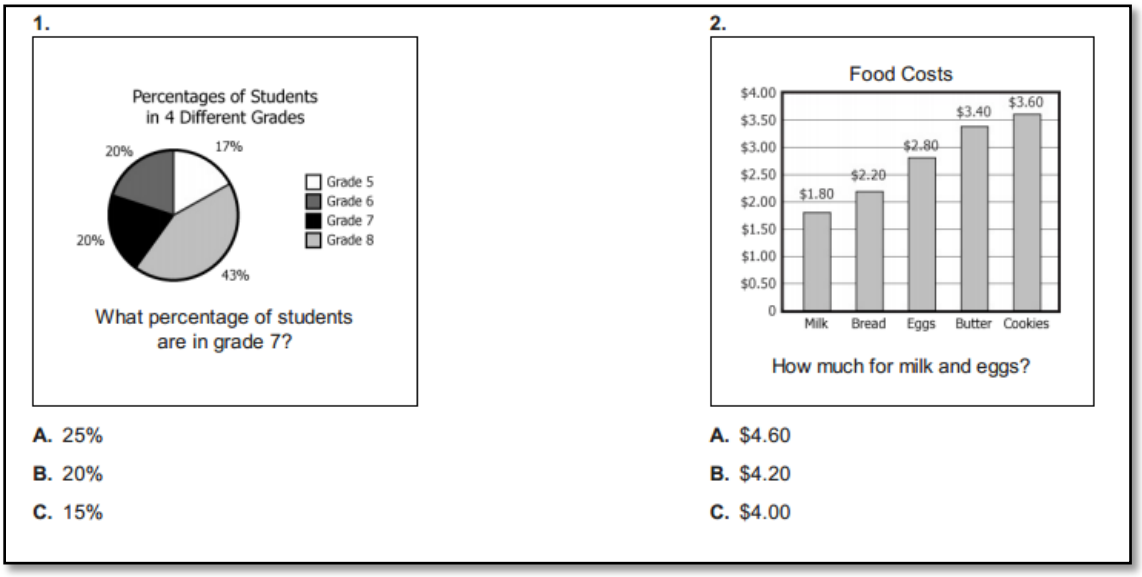


Figure 24: Sample Data Analysis, Numbers and Operations, Algebra Measure (Grade 8)



Timed and Untimed Measures

Both timed and untimed measures are included in *easyCBM*. The teacher must administer timed tests (for example, fluency-based measures) individually. Untimed tests (for example, Vocabulary, Reading Comprehension, and Math measures) may be administered in a group setting and are optimized for computer or iPad administration, thereby enabling student responses to be automatically scored and performance recorded in the system.

With the exception of the individually administered fluency-based measures, all Benchmark and Progress Monitoring measures can be administered via paper-and-pencil or by having students take them directly online. All Math measures include audio to provide access support for struggling readers. This accommodation is included because the measures are intended to measure students' math skills, not their reading skills. The read-aloud option provides struggling readers access to the test, allowing them to demonstrate their math competencies that otherwise may be impeded by their reading deficiencies. In addition, as described earlier, the district administrative staff can activate an option that provides automatic Spanish translation of all Math measures, in both written and audio form, so that students have the ability to select the language in which the item should be displayed.

For measures that are typically 1:1 administration (fluency measures), the teacher has the ability to enter the student responses online while the student is taking the test. A built-in timer is provided for ease of use. A device with touch-screen technology is recommended for live data entry to enable the test administrator to follow test administration protocol so that students are not aware when an error is being marked (audible "clicks" to mark errors introduce potential measurement error and should be avoided). All online measures are scored automatically; paper-and-pencil administrations require data input by the teacher or test administrator.

Part 4 Additional Resources

The following additional resources are available for *easyCBM*.

Resource	Description
easyCBM Technical Manual	Provides detailed information on how the norms and the *easyCBM* Benchmark and Progress Monitoring assessments were developed.
easyCBM Administrator's Guide	Presents an overview of the *easyCBM* administration process and provides information on creating and managing user and student accounts as well as enabling district-wide settings in *easyCBM*.
easyCBM User's Guide	Helps teachers and assessors learn more about using the *easyCBM* system. This guide helps ensure accurate and complete test results that support the reasons for testing.
***easyCBM* Training Modules**	Training modules provide video clips of the test administration and give the user an opportunity to listen to the correct pronunciation of letters or sounds contained in the assessment.
Quick Reference Guides	Provides quick, ready-reference information for using *easyCBM*.

For any additional information, please contact your *easyCBM* assessment consultant.

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